



**Prototype**

**GRADE 7**  
**ENGLISH LANGUAGE ARTS**

**Disseminate freely.**

**December, 2002**

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# MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

## 2003 ENGLISH LANGUAGE ARTS ASSESSMENT GRADES 4, 7, 11

### THEMATICALLY FOCUSED

#### Format for Part 1

Writing to a prompt related to the theme	1 paper scored holistically w/comments	6 pts.	Grades 4, 7 – 2 sessions approx. 45 minutes per session Grade 11 – 1 session approx. 80 minutes*  *possible short second piece for Grade 11 requiring reflection on writing, but not requiring portfolio pieces from students
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#### Format for Part 2 – Reading

<p><b>Part 2A: Reading Selections # 1 and #2</b> Each reading text followed by: 10 multiple-choice questions for grades 4 and 7 9 multiple-choice questions for grade 11</p> <p><b>Cross-text Questions</b> Across reading texts only 5 multiple-choice questions for grades 4 and 7 7 multiple-choice questions for grade 11</p> <p><b>Part 2A: 25 multiple-choice items</b></p>	<p><b>Part 2B: Response to the Reading Selections</b></p> <p>Grade 4 – Direct question about theme. Grades 7 and 11 – Scenario w/question related to theme.</p> <p><b>Part 2B: = 6 points</b> Scored for reading, this piece does not require polished writing.</p>
<p><b>Timing: Grades 4 and 7:</b> Approx. 50 minutes for all of Part 2A. Approx. 50 minutes for all of Part 2B. <b>Grade 11:</b> Approximately 60 minutes for all of Parts 2A and 2B.</p>	

#### Format for Part 3 – Listening

One tape per testing session. Tape played once. Selection repeated on tape twice. Notes allowed during and after each play. 10 multiple-choice questions
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**TEST MUST BE GIVEN IN ORDER AS PRESENTED ABOVE.**

## **PART 1**

### **WRITING FROM KNOWLEDGE AND EXPERIENCE**

#### **GENERAL DIRECTIONS:**

This test is divided into three parts that are all linked to one theme or important idea. The theme is printed in the upper right-hand corner of every page of your test booklet. Read the theme to yourself as I read it aloud, and keep it in mind as you are taking the test.

In Part 1, you will be presented with a number of ways to write about the theme. You must choose **ONLY ONE** way.

You may use a dictionary, thesaurus, grammar book, and/or spelling book for Part 1 Writing. (These resources may be made available **ONLY** during Part 1 of this test.)

We will begin Part 1 by reading the information on Page 2. As I read Page 2 aloud, please follow along in your test booklet.

**PART 1:**  
**WRITING FROM KNOWLEDGE AND EXPERIENCE**

We all expect and want to be treated fairly.

WRITE ABOUT THE THEME: **FAIRNESS AND JUSTICE**

You might, for example, do **one** of the following:

describe a situation in which you or someone you know has been treated fairly or unfairly

**OR**

define fairness/unfairness as it has affected you or someone else

**OR**

explain a way to correct an injustice you or someone you know has experienced

**OR**

persuade the reader that a situation you know of or have experienced is fair or unfair

**OR**

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the paper provided to write down ideas, organize your thoughts, or write a rough draft. You may use the following CHECKLIST FOR REVISING AND PROOFREADING to help you as you work on your draft.

**When you are ready, you may begin your draft.**

## CHECKLIST FOR REVISING AND PROOFREADING

### DIRECTIONS:

Use the following checklists as you revise and proofread the writing you have done for Part 1. When you are finished revising, you must write your final copy. Then, proofread your final copy to make sure that all of your revisions have been made.

### CHECKLIST FOR REVISION:

- Do I have a clear central idea that connects to the theme?
- Do I stay focused on the theme?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete?
- Do I use a variety of words, phrases, and/or sentences?

### CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

### CHECKLIST FOR PROOFREADING:

- Is everything in my final copy just the way I want it?

DRAFT 2/28/02

**Michigan Educational Assessment Program**  
**Integrated English Language Arts**  
**Part 1 Rubric**  
**Writing from Knowledge and Experience**

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A off topic
- B illegible
- C written in a language other than English
- D blank/refused to respond

**PART 2A: READING FOR UNDERSTANDING****READING DIRECTIONS:**

This part of the test contains two reading selections. Each selection is followed by 10 multiple-choice questions. Then, you will answer some questions that will ask you about both of the selections. You may look back at the selections at any time.

You may underline, highlight, or write notes in your test booklet to help you, but you must mark all of your answers in your Part 2 ANSWER FOLDER.

It is important to keep the theme in mind as you are reading and answering the questions that follow the selections.

**Please refer to the copyright page for information about the selections for this part of the test. Permissions for use of the selections do not extend to the internet.**

**Selections are the same as those that appeared in the prototypes that were mailed to every Michigan public school, district and intermediate school district in 1999. If copies are needed, please e-mail a request to: [fedewaw@michigan.gov](mailto:fedewaw@michigan.gov)**



**PART 2A: READING SELECTION #1**

**DIRECTIONS:** Read Selection 1, THE NOBLE EXPERIMENT. Then answer the questions that follow.

“The Noble Experiment”

Questions 1-10

- 1** The key to Branch Rickey’s dream to successfully bring black players into major league baseball was
- A** the other members of the baseball team accepting Jackie Robinson.
  - B** the American public understanding who Jackie Robinson was.
  - C** Jackie Robinson’s agreeing to restrain his personal feelings for the greater goal. \*
  - D** Jackie Robinson replacing weaker players on the team.
- 2** What qualities in Jackie Robinson did Branch Rickey admire?
- A** honesty, kindness, loyalty
  - B** commitment, restraint, adaptability \*
  - C** intelligence, stubbornness, courage
  - D** patience, persistence, popularity
- 3** In saying “a baseball score is a democratic thing,” Branch Rickey meant that
- A** it is the score that is important, not the individual’s performance.
  - B** it is used to keep track of runs like politicians keep track of votes.
  - C** every player contributes to the score like all citizens contribute to a democracy.
  - D** it is affected only by performance, not by race, religion or politics. \*
- 4** In this excerpt, the basic conflict that Jackie Robinson faced was whether to:
- A** lower his personal standards for the betterment of others. \*
  - B** fight racism by confronting anyone who challenged his personal dignity.
  - C** accept the way things are and hope for the best.
  - D** accept his place in society and work to get along with others.
- 5** Jackie Robinson respected Branch Rickey because Rickey
- A** was committed to making the Brooklyn Dodgers a winning baseball team.
  - B** wanted to preserve baseball as an American tradition.
  - C** was committed to the principle of fairness in baseball. \*
  - D** would ensure that no one would mistreat his players.

- 6 The purpose of the italicized paragraph at the beginning of the selection is to
- A tell the history of the Brooklyn Dodgers.
  - B provide the background for the meeting between Rickey and Robinson. \*
  - C describe the main character of the selection.
  - D explain the main difference between the Major Leagues and the Negro Leagues.
- 7 The theme of this text is “Fairness and Justice.” Another possible theme for this story would be:
- A One person can make a difference. \*
  - B Express your opinion.
  - C Always take risks.
  - D Sports are the best place to initiate change.
- 8 Which sentence BEST tells about this selection?
- A Baseball players and team presidents must work together to have a successful organization.
  - B Jackie Robinson did not understand the consequences of his decision to join the Dodgers.
  - C Branch Rickey’s foresight and Jackie Robinson’s courage were essential to the success of “The Noble Experiment.” \*
  - D At this time in history, baseball was ready to accept an African-American player.

**(9 and 10)** Each grade 7 reading selection will be followed by a total of 10 multiple-choice questions.

Keep in mind that these questions are merely examples and have not been through the full MEAP test development process.

**DIRECTIONS:** Read Selection 2, THE SCHOLARSHIP JACKET. Then answer the questions that follow.

“The Scholarship Jacket” by Marta Salinas

Questions 1-10

- 1 To Martha, the scholarship jacket symbolizes
  - A an honor that has been fairly earned. \*
  - B a way to be accepted at school.
  - C how rules can be manipulated by those in authority.
  - D the negative influence of competition on children.
- 2 What is one theme of this story?
  - A If you hold out long enough, you get what you want.
  - B People in authority look out for the interest of all people.
  - C People in positions of power sometimes make mistakes. \*
  - D Achieving your goals may mean sacrificing your principles.
- 3 The author foreshadows the principal’s decision at the end of the story
  - A through the principal’s conversations with other characters in the story.
  - B by having the principal say, “Martha—wait.” \*
  - C through the influence Martha’s grandfather has over the principal.
  - D by repeating words such as sad, unhappy, uncomfortable.
- 4 What is the source of conflict between Mr. Schmidt and Mr. Boone?
  - A loyalty vs. integrity
  - B tolerance vs. selfishness
  - C compassion vs. prejudice
  - D fairness vs. dishonesty \*
- 5 The principle that was important to Martha’s grandfather was that
  - A learning to be flexible is an important part of growing up.
  - B money is not important to the achievement of happiness.
  - C it is important to adapt your goals to the circumstances of a particular situation.
  - D a person who remains committed to fairness demonstrates integrity. \*

- 6** At the end of the selection, when Martha says “He didn’t fool me,” she PROBABLY means
- A** Grandpa was too busy to deal with her situation.
  - B** Grandpa had paid the money without telling her.
  - C** Grandpa did not say it, but she knew he was proud of her. \*
  - D** Grandpa was happy that Martha was going to help her grandmother.
- 7** After hearing the argument between Mr. Boone and Mr. Schmidt, Martha says “To this day I don’t remember if I got in trouble in P.E. for being late or how I made it through the rest of the afternoon.” She PROBABLY means
- A** being late was not a concern.
  - B** it was a long time ago and easily forgotten.
  - C** she was upset. \*
  - D** she was embarrassed.

**(8 to 10)** Each grade 7 reading selection will be followed by a total of 10 multiple-choice questions.

Keep in mind that these questions are merely examples and have not been through the full MEAP test development process.

**PART 2A: CROSS-TEXT QUESTIONS**

**DIRECTIONS:** Questions 1-5 ask about BOTH of the selections you read. For each question, choose the BEST answer. You may look back at the two selections as often as necessary.

**1** In the selections you read, who would agree that, “It is important for individuals to sacrifice for the greater good”?

- A** Branch Rickey and the principal
- B** Martha and Branch Rickey
- C** Jackie Robinson and Branch Rickey \*
- D** the principal and Martha

**2** The theme of this test is “fairness and justice.” Another theme that would fit BOTH selections is

- A** demonstrating tolerance when challenged by injustice.
- B** maintaining self-control in difficult situations.
- C** demonstrating personal integrity in challenging situations. \*
- D** maintaining personal commitment to one’s goals.

**3** In BOTH selections, the main characters

- A** agree that sacrifices are worth it if they win in the end.
- B** are convinced by those in authority to make a personal sacrifice.
- C** regret their actions.
- D** endure personal hardships. \*

**4** From the information in these two selections, Branch Rickey and Grandpa could BOTH be described as

- A** shy.
- B** talkative.
- C** easy-going.
- D** determined. \*

**(5)** There will be a total of five cross-text questions on the grade 7 operational test.

Keep in mind that these questions are merely examples and have not been through the full MEAP test development process.

**PART 2B - RESPONSE TO THE READING SELECTIONS**

**DIRECTIONS:** Write a response to the scenario question that is stated in the box below. Your own ideas and experiences may be used in your response, but you **MUST** use examples from **BOTH** reading selections to earn full credit. You may look back at **BOTH** reading selections at any time.

Scenario:

You have recently moved to the John F. Kennedy Middle School, which has traditionally held a special graduation dance honoring eighth grade graduates. Sixth and seventh graders, who are not allowed to attend, think this is unfair and want the principal to open up the dance to all students. The Student Council has asked all students to respond to a survey about this issue.

Scenario Question:

Do you agree with the school dance policy? YES or NO. Explain your answer using specific examples and details from **BOTH** reading selections to support your answer. Be sure to show how the two reading selections are connected or alike.

You may write down ideas, organize your thoughts, or write a rough draft on the paper provided.

Use the Checklist for the Response to the Reading Selections to help you with your response.

**Michigan Educational Assessment Program  
Integrated English Language Arts Assessment  
Grades 7 and 11  
Part 3 Rubric  
Writing in Response to Reading**

- 6** The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student makes adequate use of ideas from one reading selection OR makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student makes partially successful use of ideas from one reading selection OR minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme OR minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections

## **PART 3**

### **LISTENING FOR UNDERSTANDING**

#### **GENERAL DIRECTIONS:**

In this part of the test, you will be listening to a selection that is related to the theme:

#### **FAIRNESS AND JUSTICE**

It is important to keep this theme in mind as you listen to the selection and answer the questions that follow the selection.

#### **LISTENING DIRECTIONS:**

You are about to hear a selection from Greek mythology.

You will hear the selection **twice**. While you are listening, and for a few minutes afterward, you may make some notes. Then you will be asked to answer 10 multiple-choice questions. You will be able to use your notes to help you answer the questions.

When you have finished, STOP.

**Please refer to the copyright page for information about the selection for this part of the test. Permissions for use of the selections do not extend to the internet.**



Photo of Prometheus appears here in printed version)

You may use this page for any notes you wish to make.

**PART 3: LISTENING FOR UNDERSTANDING**

**DIRECTIONS:** For each question, choose the BEST answer. You may use your notes to help you.

“Prometheus”

Questions 1 – 10

- 1 With which of the following statements would Zeus MOST LIKELY agree?
  - A For humans, ignorance means happiness. \*
  - B Controlling the actions of others is important.
  - C Man should define justice.
  - D People should be free to make their own choices.
- 2 What does fire symbolize in this myth?
  - A the courage that one needs to be free
  - B destruction and power
  - C the knowledge that man needs to set himself free \*
  - D safety and security
- 3 Why is Zeus opposed to Prometheus giving fire to man?
  - A He wants to create conflict between Prometheus and man.
  - B If man is free, Prometheus will replace Zeus as the chief god.
  - C The evil side of man will take over.
  - D Man will begin to think of himself as equal to the gods. \*
- 4 What views are in conflict between Zeus and Prometheus?
  - A control and freedom \*
  - B commitment and honor
  - C equity and justice
  - D trust and loyalty
- 5 In the beginning of this myth, the dialogue between Zeus and Prometheus serves the purpose of
  - A setting up the conflict. \*
  - B defining the resolution.
  - C foreshadowing the ending.
  - D establishing the setting of the myth.

- 6 When Prometheus says, “People are happy as beasts are happy,” he MOST LIKELY means
- A People are happy when animals are happy.
  - B Prometheus agrees that man is better off without fire.
  - C Without fire, man lives no better than animals. \*
  - D Prometheus wants animals and men to be happy.
- 7 Why were people afraid when Prometheus brought the gift of fire?
- A They knew Prometheus had a reputation for causing trouble.
  - B They were afraid Prometheus would be angry because they had no gift to give him in return.
  - C They were afraid of angering Zeus.
  - D People sometimes fear what they do not know or understand. \*

**(8 to 10)** The listening selection on the operational tests will be followed by a total of 10 multiple-choice questions.

Keep in mind that these questions are merely examples and have not been through the full MEAP test development process.